

## HISD RECOMMENDED INCLUSIVE SERVICE DELIVERY MODELS

|                                    | CO-TEACH   | ITINERANT<br>TEACHER  | SUPPORT<br>FACILITATION  | CONTENT MASTERY   | COMMENTS  |
|------------------------------------|--|---|--|---|---|
| <b>PURPOSE</b>                     | To ensure students' individualized education programs (IEPs) are implemented in the least restrictive environment to enhance student achievement.  |   |  |   | <i>Full access to and mastery of the general education curriculum</i>   |
|                                    | Each service delivery model must be explicitly identified in the student's IEP.  |   |  |   | <i>Location, frequency, duration and time need to be described in detail in the deliberations of the ARD.</i>   |
| <b>SCHEDULE</b>                    | Bell to bell   | Varied  | Daily, portion of the instructional period;<br>Teacher caseload determined by the amount of support needed per class   | Pull out/post instruction   | <i>Schedule Students With Disabilities first.</i><br><br><i>Only 1/3 of students in a general education class should have IEPs**</i>  |
| <b>CURRICULUM/<br/>STANDARDS</b>   | General education /TEKS- with accommodations and/or modifications  | General education /TEKS with accommodations and/or modifications  | General education /TEKS with accommodations and/or modifications   | General education /TEKS with accommodations and/or modifications  | <i>Standards-based IEPs; specially designed instruction</i>   |
| <b>ROLES/<br/>RESPONSIBILITIES</b> | General education and Special education teachers share responsibility and accountability for planning and providing direct instruction to all students. Grading is a shared responsibility between both teachers | Consults with student/teacher to meet student specific needs. Examples: Auditory Impairment, Autism, Visual Impairment, Orientation & Mobility, APE, Transition Coaches | Special education teacher/assistant provides a variety of targeted instructional support services in the general education setting, as identified in the student's IEP via their accommodations. | Special education teacher provides individualized assistance to support targeted areas of need. Examples: Re-teaching, small group testing, oral test administration, review, reinforcement, pre-teaching | <i>Must define which teacher is in what role specific to the co-teaching approach.</i><br><br><i>Special education co-teacher not to be used as classroom paraprofessional.</i><br><br><i>Classroom paraprofessional does not co-teach.</i> |
| <b>RECOMMENDATIONS</b>             | Shared planning time and professional development; careful matching of co-teachers. Agreement on approach of instructional/classroom   | Collaboration and flexibility in scheduling based on instructional needs.   | Collaboration and flexibility in scheduling based on instructional needs.  | Collaboration and flexibility in scheduling based on instructional needs.   | <i>Special education teacher works with students who have not yet met mastery.</i><br><br><i>One special education teacher should cover two content areas</i>   |
|                                    | <b>In class support</b>  |   |  | <b>Out of class support</b>   |   |

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|                            |   |   |  |  |   |
|----------------------------|---|---|--|--|---|
|                            | management implementation per lesson.   |   |  |  | <i>at a maximum.</i><br><br><i>Only 1/3 of instruction should be implemented with a team teaching approach.</i><br><br><i>Teachers should use the campus common drive for planning and not email.</i> |
| <b>SPECIFIC APPROACHES</b> | One teach/one assist, one teach/one drift, station teaching, alternative teaching, parallel teaching, team teaching: Within general education setting | Teachers work directly with students or work directly with teachers to support students: Within general education setting | Teachers and/or assistants move between classrooms to provide individual support: Within general education setting | Teacher of record sends student with specific assignments and/or directions; Students sign in and out required: Outside of general education setting | <i>Specific sign in sheets for content mastery should include student name, time in and out, and specific interventions utilized</i>  |
| <b>DOCUMENTATION</b>       | Grade Speed, Lesson Plans, Easy IEP Log   | Grade Speed, Lesson Plans, Easy IEP Log   | Grade Speed, Lesson Plans, Easy IEP Log<br>Needs to be noted as accommodation                                      | Grade Speed, Lesson Plans, Easy IEP Log<br>Needs to be noted as accommodation  |   |
| <b>ALSO KNOWN AS</b>       |   | Direct services<br>Consultative services  | In class support, consultative model   | Study lab, support center, targeted intervention lab, the learning center, interactive learning lab  |   |
| <b>RESOURCES</b>           | <a href="http://hisdoes.wikispaces.com/Inclusion+Services">http://hisdoes.wikispaces.com/Inclusion+Services</a>                                       |   | <a href="http://hisdoes.wikispaces.com/Inclusion+Services">http://hisdoes.wikispaces.com/Inclusion+Services</a>    | <a href="http://hisdoes.wikispaces.com/Inclusion+Services">http://hisdoes.wikispaces.com/Inclusion+Services</a>                                      |   |
| <b>In class support</b>    |   |   |  | <b>Out of class support</b>  |   |

\*\* Does not include students with speech only IEPs